

THE NEGRO COLLEGE QUARTERLY

Vol. III

December, 1945

No. 4



The Negro College Quarterly is published by Wilberforce University, Wilberforce, Ohio, in March, June, September, and December as a contribution in the field of higher education. Timely articles on education, significant curricular programs and movements of important persons on Negro college campuses, digests of important articles, annotated lists of books by or about the Negro, and book reviews are regular features of each issue. The editors of this *Quarterly* earnestly solicit articles and studies pertinent to the higher education of Negroes.

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SHOULD EDUCATION BE REFORMED?

Our present institutions are important but most of them are badly in need of overhauling from top to bottom. . . . We stand in most urgent need of a new education for a new world.

* * *

The big reason [for unemployment], however, is that young people are being graduated from many schools today as goods are being sold by department stores. Politically minded school committees are giving these children not what untrained children need, but what misled parents think they want them to have! . . . *Certainly, unemployment will be with us as long as high school students know more about cheers than chores.* My own opinion is that United States will enjoy normal employment only after the public schools are purged of politics and the higher educational institutions of dry rot.

* * *

When universities, colleges and schools fall into the clutches of a political ring, one of the effects is over-emphasis on athletics. *Politicians are not interested in sports for the purpose of improving the health and physical welfare of the student body. Their interest in sport is solely as window-dressing and ballyhoo, or as political propaganda.* . . . An attempt to make a *business* out of education is much like making a *business* out of *religion*.

* * *

A final word as to the future of privately endowed colleges. I believe their only hope lies in developing a spiritual background through religiously-minded teachers and through solicitation of students from the homes of similarly minded parents. . . . Only those privately endowed colleges having something to offer which the states and federal institutions do not offer may survive. . . . This means those privately endowed colleges which have the courage to show their colors and "hew to the line" will have no difficulty in getting sufficient students on a profitable basis. *To do this, however, such colleges must deliver what they promise all along these lines.*

—ROGER W. BABSON in *Looking Ahead Fifty Years*, Chapter Six, "Should Education Be Reformed?" Harper and Brothers.

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Editorial Note

IMPORTANT EDITORIAL ANNOUNCEMENT

IN THE LAST ISSUE of this journal it was announced that the present editor would give up all editorial duties beginning with this calendar year. Since then, those interested in the continuation of this *Quarterly* decided to reorganize its editorial policies and enlarge its size and scope. To attain this end they urged the editor to continue working with it, and the editor has consented to do so.

Owing to restricted facilities in securing desirable paper and material it is quite likely that there will be some delay in the appearance of the next issue which is to embody some of the changes referred to above. We are asking our readers to be patient with us for a little while.

VISHNU V. OAK, *Editor*

Leadership in the Economy of Living

WILLARD S. TOWNSEND, *International President*

United Transport Service Employees of America, CIO Affiliate
3451 S. Michigan Avenue; Chicago 16, Illinois

PERHAPS VERY FEW PEOPLE outside of its 5,555 inhabitants have heard of Tyrell County, North Carolina. Statistically, it is just another ordinary county of one of the thirteen poverty-stricken Southern states. There are 625 farms in the county; 114 of them range in size from one-tenth of an acre to ten acres, 181 are from ten to twenty acres, and 236 between twenty and fifty acres. No more than 64 of the farms have an individual acreage of more than fifty acres. Corn is the major crop, with potatoes running second and closely followed by beans and cotton.

The county's Negro population averages about 36 per cent or little over 2,000 people. A great majority of the people of Tyrell County, both Negro and white, are share-croppers.

If one is acquainted with the problems of share-croppers (and it should be a "MUST" for every American college student) he should know that this large group of Americans is heavily-laden with debts, scourged with rickets and boll-weevils in an unproductive soil which has impoverished the economic life of the South.

Tyrell County is just one link in that long chain of an agricultural system which feeds upon itself, like a trapped animal eating its own flesh, for survival. Yet, in Tyrell County a modern miracle happened. These disheartened Negro share-croppers found that they had within themselves the capacity to build a new and fine economic life out of the ashes of their hopeless existence.

It all started with a young Negro college graduate from the area who became interested in co-operatives. This young man,

after receiving his degree, returned to Tyrell County and, with great enthusiasm, was able to organize a study club. For many long months he preached and explained the value of consumer co-operation among the Negro farmers of Tyrell County. Understanding finally conquered, and the black farmers of Tyrell organized a credit union among themselves. A basic democratic organization of thrift and credit, they named it the Light of Tyrell Credit Union.

That was in 1938 when these farmers began pooling their few dollars to assist each other. By December 31, 1943, they had made 407 loans totaling \$31,853 to each other. During the intervening years they had assisted in taking over mortgages on farms and assisted members to acquire new farms. In addition, through the credit union, twelve members purchased a \$22,000 farm which they operate co-operatively. Catching the spirit of democratic co-operation, the little people of Tyrell explored other avenues in approaching their economic problems in a democratic co-operative fashion.

A year later they organized a co-operative store, and, in 1941, a co-operative hospitalization association. They are now planning a co-operative sawmill and hope to create a producer-consumer co-operative which will give them easy and ready access to markets where better prices for their products can be obtained.

To those interested in labor unions, this is a practical demonstration of leadership in the economy of living on the part of this young man.

However, one of the great tragedies of this example is that the enthusiasm and understanding of the need for consumer co-operation, and equally important, effective labor unionism, were not obtained by this young man in the formal educational institutions which he attended. From the point of view of the great majority of the American people, this retarded social and economic consciousness is the "Achilles heel" of American educational institutions. In far too many instances our educational

institutions have drifted into the luxury of indecision or indifference when life demands bold action.

Perhaps, there is a reason for the "gap development" between our educational institutions and the basic social and economic problems of the great masses of the American people. If it is the intention of educators to close this gap by embarking upon a realistic program of education, it may be well to outline many of the obstacles they will have to overcome before such a program can be successfully carried out.

From the beginning, our educational institutions have played a primary role in maintaining the class structure of our American society. As children, we are taught to aspire to wealth, prestige, and power. For every Tom Paine we have overlooked in our teaching of vigorous American democratic traditions, we have supplied young school minds with hundreds of Alexander Hamilton autocrats and Henry Clay compromisers. For every Daniel Shays, Nat Turner, John Brown, and Eugene V. Debs we have "cleansed" from our history books, we have uncovered an excessive supply of swashbuckling Horatio Alger social and economic heroes for our suckling young minds at the breast of history.

Writing in *Harvard Educational Review* on "What Should Schools Teach about Unionism" Mark Starr, educational director of the International Ladies Garment Workers Union, points out with great emphasis the following prejudices that pass as history:

The imposing rounded periods of the Declaration of Independence and of the Constitution are rightly known to students, but even in Massachusetts the school children are not told about Daniel Shays and his fellow rebels who had been cheated out of their lands for which they had fought against the British tryants. The Negro boys and girls in school are never told about Nat Turner. Our children are told about Barbara Fritchie ("Shoot if you must this old gray head," etc.), but never about the dauntless courage of Mother Jones as she faced the thugs and the soldiers in the armed camps of the mining towns. Millions of children, sons and daughters of the workers, do not even know her name, despite her heroism, which, like that of other rebels

in those company towns, was equal to that displayed at Valley Forge.

Scant mention, if any is given in the history books to trade unions and to men like Samuel Gompers and Eugene V. Debs. It is easier to shout "Remember the Alamo" than to build the future decently. Very few history books quote the speeches of Abraham Lincoln on the right to strike, on the superior claims of the man above the dollar, of Lincoln's dark foreboding of the coming of the trusts and the domination of big business. Peter Zenger's fight for free press also receives little attention in the schools. We have forgotten Horace Mann's hope, when he was fighting with Labor's aid for free education, that thereby the "servility of Labor" and the "dominance of Capital" would be overcome. Professional patrioteering groups have tried to falsify history to fortify reaction; they have indulged in foolish idolatry of a history perverted to turn workers into dupes.

This wave of democratic mis-education does not confine itself to students. The problem is accentuated when it is revealed that many teachers are generally unaware of the real forces for democratic leadership and thereby are unable to assume the role for which they were ostensibly trained.

Several years ago, a survey of social attitudes was made by a prominent Negro educator among a group of Negro high school teachers employed in both Northern and Southern schools. While the survey was only conducted among Negro teachers, we are quite certain that they do not have a monopoly on anti-social beliefs. However, on the basis of this survey the following factual errors and anti-social beliefs were obtained:

1. More than one-half indicated Gandhi as a "famous Hindu Communist"; one-fifth omitted the question.
2. More than one-half characterized the American Federation of Labor as an "ardent defender of the principles of industrial unionism as opposed to craft unionism"; one-fourth did not answer.
3. One-fourth said that the *New Republic* and the *Nation* are "organs of Big Business"; one-third did not respond.

4. Nearly one-half denied that the American Federation of Teachers is affiliated with the American Federation of Labor; one-third ventured no response.

5. More than one-fourth said that "fascist countries encourage the use of strikes"; one-third omitted the question.

6. One-third consider it "unprofitable" to discuss serious social problems with students.

7. One-third believe that "teachers have a moral obligation to remain rigorously neutral on all debatable issues both in class and out."

8. Over one-fourth believe that society is "best" in which "an intelligent and forceful élite rules over the established masses."

9. Nearly two-thirds reject the principle that "teachers should affiliate with some genuine labor organization of their own choosing."

10. One-sixth say that public expenditures for relief "should be entirely eliminated"; and one-ninth believe that persons on relief "should be deprived of the right to vote."

11. Two-thirds believe that "most labor trouble is due to the work of radical agitators"; and one-fifth say that trade unions "do more harm than good."

12. Nearly one-half deny that "the legislative requirement of a special loyalty oath is a reflection on the integrity of the teaching profession."

13. Nearly two-thirds believe that the Chamber of Commerce "has been more helpful" than organized labor to the cause of public education.

14. Nearly three-fourths consider it a "technical impossibility" to abolish poverty in America.

15. More than four-fifths believe that "at bottom our industry is organized on a fundamentally ethical basis."

16. Nearly four-fifths say that "there is nothing fundamentally wrong with our society"; three-fourths believe that "if we put capable men into office, most of our social problems would be solved."

17. In the light of the above responses, it is a little ironic to find nearly two-thirds of this group denying that "contemporary school practices generally develop a fixity of outlook which hampers readjustments."

18. Nearly two-fifths believe that "persons who wish to bring about a 'New Social Order' make poorer teachers than those who adhere strictly to their own specialty."

19. More than one-half insist that "a classroom teacher should make every effort to prevent his pupils from discovering his position on controversial issues."

It is not an accident that the study of the basic assumptions of a democratic society of free people has fared so badly in the hands of organized formal education. The powerful economic pressures of our capitalist system have, by and large, made education as a whole subservient to the self-perpetuating economic, social, and political needs of an anti-democratic system. For example, the people would rightly expect our Southern educational institutions to be the most relentless foe of inhuman poverty patterns, jim-crow, and other flagrant denials of the democratic processes in the South, but, with several courageous exceptions on the part of individual educators, the educational institutions of the area continue to dance to the tune of the plantation economy. Let us not ride the South. Their educational relationship to economic power is not one of their own individual peculiarities. Many Northern institutions of higher learning, although covered with shoddy veils of comparative "liberalism," are equally subservient to the needs of industrial and financial power.

It was the president of a great eastern University who added his voice to the blood-curdling clamor of reaction in its successful

effort to legally lynch Sacco and Vanzetti. It is still the University of Chicago with its extensive property holdings on Chicago's Southside that plays a major role in maintaining the black ghetto through the insidious anti-democratic restrictive covenants among property holders.

It is not our purpose to paint a gloomy picture. We merely relate the basic problem we face in making education a real force in developing leadership for a vigorous democratic order. Our educational institutions still remain one of our great hopes, despite their many shortcomings. There have been a number of advances in this direction within the past few years, and it is expected that these advances will continue. *However, in all frankness, our Negro schools have been much slower in seeking to attune themselves to the growing demands of a democratic industrial order.*

In one respect the trade union movement has sought to fill that gap between formal education and labor through the development of the workers' educative movement. Recently the field of workers' education and consumer co-operative education has met with some success as an established division in many of our colleges, the University of Wisconsin being perhaps the oldest institution to introduce this branch of education through its Annual Summer School for Workers. The University of Michigan has opened its doors to workers' education and Harvard has introduced an ambitious program in this direction.

Despite the commendable work that has been done by trade unions in the field of workers' education, they cannot and must not be expected to assume the responsibility which belongs in the hands of democratic education. With education taking over this responsibility, the trade union movement could give full time and energy to greater expansion in effecting the democratic mechanisms for protecting the welfare of the American worker.

Whether we like it or not, collective bargaining today has become an integral part of our industrial order. The conference table of economists, statisticians, and public relations experts is gradually replacing the company "goons" and union pickets in

resolving a dispute between union and management. Trained leadership in labor's ranks is the order of the day. In our postwar world labor faces a number of industrial changes. There must be on hand the necessary trained leadership if labor is to continue towards its stated goal of a better life for all.

We submit the following suggestions as the basis for a program dealing with labor in our colleges:

1. Our schools and colleges should include courses in labor and consumer problems as an integral part of their social studies. A frank unbiased discussion of the problems of unionism could go far in preparing students for industrial citizenship. Trade unionists should be invited in to lead discussions which would explain the actual functions of their unions and the collective bargaining history of the industry.

2. Summer institutes for trade unionists should become a regular feature of the institution.

3. Special attention should be given to the training of research, statistical, and public relations technicians for the labor movement.

4. A course in organizational bookkeeping and union office management would come in handy for young people seeking employment in union offices.

5. An exploration of the history of wages in United States industries in comparison with prices would also add to the understanding of the economic problems of a great majority of the American people.

6. An analysis of headlines of newspapers which report strikes on page one and settlements in small type on the financial page will prove helpful.

7. Students should be encouraged to attend local union meetings in their communities in order to gain a first-hand picture of unionism in action.

8. All teachers should join the AFL American Federation of Teachers. This union has done more to bring democracy to education than any other single educational force in America. Some of the outstanding educators in the country are members of this organization.

This places great responsibilities upon our higher educational systems if they are to justify their existence within the framework of the new democratic structure that is being built. They must assume their rightful place in conquering these new frontiers of democracy. It was our old democratic heritages that gave them their birth and it must be the new democratic future that will give them their greatest opportunity for service to the people.

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The Negro Social Worker as Leader of Thought

ELIZABETH BAKER, *Social Work Executive*

35 Orange Road; Montclair, New Jersey

ONE OF THE MAJOR responsibilities of the undergraduate college to the field of social work is in the area of counseling. Social work is one of the professions demanding an adequate personality adjustment of the individual for success. The degree of leadership of a young person can be discovered to some extent while he is in high school. But the real test comes in his relation to groups in college. In the graduate school, more attention is necessarily given to classroom studies and field work performance. The graduate schools could well give more attention to counseling. But the patterns are pretty well set by that time and it is less possible to change one's vocation at that point, not only because of the time and money which have been invested, but also because of the mind-set which has developed relating one to the profession. It is true that graduate schools of social work turn out people in research and statistics, but these are few, and even that few should be well oriented to people as groups and individuals or they will not be able to interpret facts to the greatest benefit.

This vocational counseling in college should be conducted by people who have an awareness of the demands of the field of social work in the various branches. It should also regard the type of extra-curricular activities in which the student engages and his success in relating himself to people. It is not sufficient that the student receive high marks in classroom work. As a matter of fact, chances are good that an all-A student is escaping his lack of adjustment to people by concentrating on books. Neither is it sufficient that he take part in extra-curricular activities which require mainly individual endeavor, such as marksmanship or

horseback riding. The main gauge of his possible successes in social work will be related to his ability to function in groups requiring team work and leadership. And these groups should be diversified, just as they must be in his professional life. He should not be solely an athlete or solely interested in the cultural arts, but should be able to function successfully in a variety of interests, though he may excel in one direction or another.

It is recognized that every profession draws people with specific personal drives which are met to some extent by the exercise of that profession. So it is that people who go into social work are often moved by a desire to do good for people or to manage people for their own good. This latter tendency is too often predominant and can be ascertained fairly successfully in college. The student should be helped to follow as well as lead. It may be too late at this juncture, but it is certainly too late in the graduate school. Much of this desire to help other people is motivated by an awareness of incapability to do a very good job on their own lives. A little of this awareness is a good thing for it makes for a constructive humility, but too much can block maximal contribution in the field. Too much of a feeling of inadequacy compensated by false leadership in domination of other people may very possibly be rewarded by material success, for one finds much of this in the administration of social work, but will deprive the recipients or the clients of the warmth and understanding to which they are entitled. It also frustrates to the point of inactivity the social workers who have to function under such an administrator and increases the popular concept on the part of legislators, politicians, and people generally that social workers are a group of frustrated, domineering old maids who are trying to run other people's lives. And this business of being an old maid is not restricted to the female of the species or to the unmarried among the females.

The body of knowledge in social work has progressed to the point of a two-year graduate curriculum including field work practice. Graduate schooling is not only essential because of the

accumulated writings and experiences in the field, but because of the increasing competition. Twenty-five years ago, the starry-eyed, resourceful graduate in the liberal arts would have had a good chance of being employed in something related to social work as we know it today. But now those people are finding it necessary to go back to school for graduate courses, and the new graduates must contemplate such graduate education if he hopes to climb the ladder of the profession. This is true for the practice of social work generally, but imperative for the Negro student who has to compete with the white practitioners. It is true in this field as in most other intellectual endeavors that the Negro has to be better than the white man to accomplish the same status and recognition.

The best related college work preparatory to the graduate study is probably a sociology and anthropology major with some courses in economics, history, psychology, philosophy, biology, and other courses scattered in the arts. The student should emerge from such preparation with an orientation to the development of peoples and the recognition that all people suffer under disadvantages which are visited upon any group or groups; that people are interdependent regardless of the fact that some parts of our country and some people in all parts of the country wish to ignore this fact and continue a lack of real progress to themselves and the ones they exploit and exclude by virtue of such evasion and exclusion. This is clearly exemplified by progressive labor unionists who recognize that as long as minority groups are excluded from employment, given lower wages or more menial jobs, they constitute a competition which draws down the level which can be achieved by all potential employees through unity. Only with such a basic orientation supported by sociological, historical, economic, and biologic facts, it seems, can both the Negro and the white student actually contribute to the welfare of mankind through a recognition of our basic interdependence. Thus, there should be no such thing as Negro social work, Catholic social work, or Jewish social work, but rather medical,

psychiatric, group work, and the like designations which serve all people. This is not failure to recognize the disadvantages under which some elements of our population function, but rather recognition of the fact that we must have an orientation to the whole picture, and in our work must see to it that the forces are continually more equalized for everyone.

In this day and time it should be possible for any student who has courage and intelligence to secure graduate education, particularly in social work. It is necessary for Negro students, particularly, to attend a graduate school which is accredited by the American Association of Schools of Social Work. These schools have various aids to needy students in part-time jobs for tuition, fellowships in the fields of social work which have demands for more personnel, and scholarships for students with exceptional records. More club and church groups should be stimulated to provide fellowships for particular graduate students. Some social agencies are providing tuition for students which will be repaid by employment in the agency for a specified period of time. The vocational counselor in the college should see to it that his students who are interested in and capable of making a real contribution in the field are assisted in making application to these schools and should help to stimulate community groups to their responsibility for leadership.

The burden on the Negro student from a Negro college to prove his worth becomes emphasized when he goes to graduate school, unless he goes to the Atlanta School of Social Work, because of his direct competition with white students and a white community. If he comes out of this competition with some status and achievement, he has a head start over the white student who has not had to meet these challenges to this degree. The point of emphasis is that he be an adjusted person in an unadjusted world. Few there are among the white world who will accept him as a person rather than as a Negro. But he must assume that he is a person over and above his being a Negro. By such assumption he will be able to contribute not only to the Negro race, but

to the development of social welfare generally. There are many Negro leaders who will call this traitorous to the cause of the advancement of the Negro. But this writer is convinced that it is through such indirect channels that the greatest unity can be achieved among peoples and, therefore, the greatest progress.

This whole pattern of seeing the universality of people's needs and hopes, the need to function in various kinds of groups, striven ability in various areas of competency, and a scholarship and endeavor over and above that demanded of the average will take the Negro social worker into the realms of influence in the community at large. He must inform himself on current issues. He must have courage and ideals, sincerity and good humor. And this courage must relate itself to gaining friends for the rights and privileges of people, regardless of race, color, or creed. The vested interests of class and money in the white world are patterned by the Negro world to a considerable degree. In his leadership, the Negro social worker must guard against being moulded by these patterns or being a party to their development in the Negro world as well as the white world. His courage must be a real courage based on his belief in the essential equalities of people's rights to the good life. His belief in the essential goodness of people must be preserved by his efforts to help people to live up to such beliefs.

Although the Negro social worker may be functioning as a group worker, a medical social worker, a case worker, or a psychiatric social worker, he has an added responsibility in community organization, though his job may not be classified as such. All social workers have such a responsibility. But the responsibilities which fall on all social workers weigh more heavily on the Negro than on others in the field. This responsibility will make him function in different kinds of community groups; assume more than usual of citizen responsibility; and help others to do the same. It will make him inquire into the workings, the whys and wherefores of civic and social institutions and traditions, and he will be able to help make a change if that proves

desirable. Thus his education will not cease with his master's degree, for his reading, observing, and questioning will continue as it should for all people. This is essential for any dynamic leader, but much more so for the Negro. And with his growing knowledge of the sociology of people and institutions, his orientation, his quiet courage will grow, and consequently his sphere of influence.

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College Notes and News

Edited by JOSEPH H. REASON

(Arranged in alphabetical order of names of institutions)

Leslie Pinkney Hill, president of *Cheyney State Teachers College*, has been elected to membership on the Expansion Committee of the Philadelphia Bureau of Municipal Research. The Committee, supported by voluntary contributions, is interested in improving all phases of Philadelphia's municipal government.

* * *

Orrin Suthern, formerly of Bennett and Florida A. & M. colleges, is now head of the department of music at *Dillard University*.

* * *

Thomas E. Jones, president of *Fisk University* for the past nineteen years, has resigned to become president of Earlham College in Richmond, Indiana, his Alma Mater. A successor to Dr. Jones, whose resignation will be effective as of July 1, 1946, will be named later by the members of the Trustee Board.

Lillian E. Cashin, professor of creative literature at Fisk University since 1914, died at Decatur, Alabama, on November 9. Miss Cashin had taken leave from her teaching responsibilities in 1944 for reasons of health.

* * *

C. L. Spellman is now head of all work in rural education and agricultural economics at *Florida A. & M. College*. Dr. Spellman who earned his doctorate from Cornell has taught at several of our colleges including North Carolina A. & T., Alabama A. & M., and Fort Valley.

J. Richmond Johnson, formerly of Dillard University, is now director of music at Florida A. & M. College where he will teach orchestration and violin.

John V. Anderson, for many years business manager at Bishop College, has been appointed head of the department of business education at Florida A. & M. College.

* * *

Cornelius V. Troupe, registrar and professor of education at *Fort Valley State College* since 1939, is now president of that institution where he succeeds Horace Mann Bond, president of Lincoln University.

* * *

Herbert F. Mells, director of the department of music at Langston University for the past ten years, is now professor of music and director of the choir at *Hampton Institute*.

Miss L. D. Wilkins has been appointed instructor in music at Hampton Institute.

* * *

Flemmie P. Kittrell, professor of home economics at *Howard University*, has been elected to the trustee board of Hampton Institute as an alumni trustee.

Among the new teachers at Howard University are: Dr. Lloyd N. Ferguson, assistant professor of chemistry; Dr. Anne M. Cooke, professor of drama; Dr. Tage U. H. Ellinger, professor of zoology; and Dr. Franz Rapp, professor of the history and appreciation of art.

* * *

Dean H. Yarbrough, professor of sociology at Wilberforce University, who was on leave to serve with the American Red Cross overseas, is now president of *Lane College*, succeeding the late James F. Lane.

* * *

George D. Kelsey is now director of the School of Religion of *Morehouse College*, the post held by the late Dr. Charles D.

Hubert. The Reverend Mr. Kelsey has been a teacher at Morehouse since 1938.

* * *

Ernest E. Neal, formerly of Texas College, has resigned his position as regional information specialist for the Office of Price Administration at Dallas, Texas, to become professor of sociology at *North Carolina College*.

Other new teachers at North Carolina College are: Queenabelle Walton, Mrs. W. Turner Bailey, Norvelle W. Hunter, James R. Butts, Harry Lee Faggett, Mrs. Dorothy Hamlet, Evelyn Pope, James R. Dorsey, Wesley I. Howard, Norman L. Taylor, Mary L. Mills, and Howard E. Wright.

* * *

Ervin James who became president of *Payne College* in June 1945 resigned on September 27; the Reverend Mr. T. E. Harper, pastor of the St. Paul A. M. E. Church in Birmingham, Alabama, is acting president until the position can be filled.

* * *

C. Lopez McAllister, former pastor of the Maple Street Baptist Church in Des Moines, Iowa, has begun work as dean of the department of theology at *Selma University*.

* * *

Fenis H. Austin has been appointed adviser to veterans and director of public relations at *Storer College*. The Reverend Mr. Austin who was formerly professor of religion at Storer was a captain with the 92nd Division and holds three battle stars and the Purple Heart.

* * *

James R. Thomas has been made head of the teacher training department in the division of agricultural education at *Virginia State College*, where he has taught since 1924.

Other new teachers at Virginia State are: Mrs. Helen E. Baker, psychology; Kenneth Baker, brickmasonry; Mrs. Valetta H. Bell, dean of women; Joseph H. Jenkins, English; Harry M.

.

Linnette, physics; Mary E. Moore, biology; Fannetta L. Morrow, music; Charlotte L. Thomas, art; and Erly J. Thornton, poultry.

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Lucius S. Robinson of Washington, D. C., recently discharged from the U. S. Army, has been elected to the faculty of *Virginia Union University* in the department of language and literature.

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John F. Matheus, head of the department of Romance languages at *West Virginia State College*, has been appointed supervisor of the teaching of English in Haiti by the Office of Inter-American Affairs. He succeeds W. Mercer Cook, now of Howard University.

Herman G. Canady, professor of psychology and philosophy at *West Virginia State College*, has been chosen by the department of psychology of the American Teachers Association as representative to the Council of Representatives of the American Psychological Association.

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What the Negro Colleges Are Doing

Edited by ANNE O'H. WILLIAMSON

(Arranged in alphabetical order of names of institutions)

INSTITUTES AND WORKSHOPS MARK SUMMER SESSIONS OF 1945

(Continued from previous issue)

RICH PROGRAM OF WORKSHOP OPPORTUNITIES

FOUR WORKSHOPS for teachers were the major attractions during the summer period at *Fisk University*. The Drama Workshop, under the direction of Dr. Lillian Voorhees and Miss Gladys Forde, provided training in dramatic production, featuring a children's theatre. The Inter-American Life Workshop, under the direction of Mrs. Caroline DuVal Taylor, assisted teachers in developing an understanding and an appreciation of the culture of the Latin-American nations through a study of their art, music, literature, and their social and economic development. The Inter-Cultural Education Workshop was under the direction of Dr. Ina C. Brown. Teachers enrolled in this Workshop investigated certain problems pertaining to the culture of various races and nations of mankind and their contributions to civilization. Participants planned units of work, exhibits, and other in-

The *Workshop* as a method of in-service education for teachers proves more and more effectual. In contradistinction to "book courses" the *Workshop* technique centers in teacher-chosen problems, attacked by teacher-initiative and teacher-resourcefulness under the guidance of educational experts who contribute to the organization and evaluation of the teachers' research activities.

structional materials for use in their schools. Participants in the Rural Life Workshop were concerned with an analysis of the fundamental social and economic problems of the rural South. Special attention was given to agricultural production, family life, the rural church, the rural school, and improved levels of living. Among the special consultants and lecturers in the Rural Life Workshop were Dr. J. E. Brewton, Dr. Mabel Carney, Dr. G. N. Redd, and Mr. J. H. White.

Each of these workshops provided its participants with opportunities to work together or individually on problems growing out of their responsibilities in the teaching profession. Most of the work was done by means of committee investigations, panel discussions, oral reports, individual and group conferences, and lectures and discussions. A special report was prepared by the members of each workshop. These reports were mimeographed and distributed among the participants at the close of the session.

The Little Theatre, in connection with the Drama Workshop, under the supervision of Dr. Lillian Voorhees and Miss Gladys Forde, presented a reading by Dr. Voorhees and featured the adult students in three one-act plays and a production by the Children's Cooperative Theatre. The Inter-American Life Workshop was the most colorful of the summer groups. With a membership consisting largely of Nashville public school teachers, the group developed exhibits and other projects which attracted considerable attention throughout the city. Through the assistance of the General Education Board, a joint program was arranged for persons wishing to spend six weeks at the University participating in both the Inter-Cultural Education Workshop and the Race Relations Institute. This program enabled outstanding leaders in race relations to study intensively one or more problems in race relations which had grown out of their experiences in this field, and to develop programs for better racial understanding in their communities.

HEALTH PROBLEMS OF THE NEGRO TEACHER AND HER PUPILS

During the summer of 1945 at *Hampton Institute* a significant program of workshop activities was conducted. These activities were designated as follows: (1) Workshop on Aviation for Teachers; (2) Music Workshop; (3) Minister-Teacher Cooperation in Meeting the Needs of Youth. Space within this section permits a detailed account of only the Workshop on Health Problems of the Negro Teacher and Her Pupils.

STATEMENT OF THE PROBLEM

Deplorable standards of healthful living, especially among Negro women teachers in the South, led to the consideration and successful development of a practical health program in regard to personal health and public health understanding at Hampton Institute during the 1942 Summer session. Superstitious ideas about health and disease were among the negative factors to be eliminated in the course of the program. In 1943 interest in the health program continued. The director of the Summer school made special provision for the creation of a Health Workshop. Students were carefully selected for the course in regard to health information and health background. Through the fine cooperation and interest of the director, including publicity and materials, the first Health Workshop was established in 1944.

PURPOSE OF THE HEALTH WORKSHOP

The broader objective of the workshop was to give to each student (teacher) the necessary knowledge of health plus the wisdom necessary to use it to the best advantage, in order to make intelligent adjustment, not only in her own environment, but in that of every child that she might have the privilege to teach.

The following problems were considered in the course of obtaining this broader objective:

1. To help prepare Negro teachers to meet more adequately their own personal health problems.
2. To formulate a workable program which will bring to realization the highest physical, mental, and social possibilities of the school child.
3. To acquaint the teacher with the deeper meaning of health as it applies to the Negro.
4. To stress the fact that health is the necessary basic factor upon which all other things are built.
5. To emphasize the fact that preparation for a healthful life is preparation for great living.
6. To survey and correct the basic health problems of the Negro teacher.
7. To make a thorough and workable study of the problem of the school child, and to then work out a usable health program to meet the child's outstanding health needs.

BASIC PRINCIPLES AND ASSUMPTIONS

There are certain basic principles and assumptions that were considered in the interpretation of this problem. Some of these principles are briefly stated:

1. Developing a sense of social well-being from an analysis of our own health experience.
2. Realization of the fact that all our health problems have not been solved, but that much progress has been made.
3. Realization that our colleges are providing definite and practical measures for the study of health problems.
4. Acquaintance with the knowledge that present health and beauty standards have been developed for whites rather than for Negroes.
5. A knowledge that physical defects increase sharply with advancing age.

6. Growing recognition of the facts that mild dietary deficiencies may impair health.

7. Knowledge that exercise is only one of the many factors involved in the production of health and beauty.

8. Development of the significance of hands, hair and other parts of the body, because of their value in the accumulation of facts and the expression of thought and opinion from person to person.

9. Knowledge that in most cases, when discovered early, the course of disease is short.

10. The idea that maintaining health is a continuous process of striving for health goals, whether it be in our work, or for our own personal satisfaction.

IMPROVEMENT OF THE COMMUNITY THROUGH THE SCHOOL

Kentucky State College was host to a group of High School Principals for a three-day Institute during August, 1945. The general theme of the Institute was "Improvement of the Community through the School." The report of the Institute Committee is comprehensive and interesting. The following statements from the report indicate the significance and findings of this workshop:

The Institute of High School Principals in Negro Schools is not a new idea currently born. For many years the administrative officers of *Kentucky State College* have desired to bring the principals in high schools for Negroes to the college in a group, but because of the limited financial ability of the college, the plan could not be brought to fruition. Through the combined efforts and support of the State Department of Education, The Southern Education Foundation, and *Kentucky State College*, it was possible this year to begin the annual meeting of the Institute.

The Report of the Institute Committee on Findings recommends that:

1. Beginning with the school year 1945-46 each principal working in cooperation with his faculty, community, superintendent, and board of education begin a study of the educational needs of his community. The method of investigation to determine the educational needs should be delegated to the principal and his staff and organizations.

2. When the needs begin to emerge, a careful analysis of every activity and course of the school should be made in order to determine what contribution is made towards meeting the needs of the community. When specific needs are known, a philosophy of the school should be established. This philosophy should provide for a continuous study of the curriculum including (a) The Course of Study, (b) Activities of the School, and (c) The Activities of the Community with its Various Agencies.

3. A meeting of the Principals' Institute be held at Kentucky State College annually for the purpose of evaluating and considering the results of each school improvement program.

4. Each principal and his staff encourage and cooperate with the Governor's Commission on Post-War Planning, the Commission on Negro Affairs, and the Committee for Kentucky in the Dissemination of Information.

5. The organization of local inter-racial groups for the study of the school needs for the purpose of enlightening public opinion in racial understanding be begun immediately.

6. Consideration be given to the establishment and offering of courses in race relations in each of the white teacher-training institutions and the University of Kentucky.

7. Well constructed programs be formulated to assist the veteran and the handicapped in their attempts to make adequate adjustment in the community.

8. Salary differentials be eliminated. Recognition is given to the advancement made by the State Department of Education toward eliminating salary differentials as affects Negro teachers of the state; however, such differentials should be removed immediately and the State Board of Education is the body to remove such differentials.

9. The importance of school lunches and the health program be given high consideration in the school study and improvement program.

SCIENCE EDUCATION IN SECONDARY AND ELEMENTARY SCHOOLS

Prairie View University sponsored a workshop in Science for Secondary and Elementary Teachers, details of which cannot be given because the full report is not available to the editor. During the one week of its duration (July 7 to 12, 1945), the workshop emphasized the following points: (1) the functional philosophy of scientific education; (2) the necessary techniques and skills in the study of the sciences; (3) the contributions of science to the problems of the school and the community.

Thomas P. Dooley served as director, with a selected group of consultants. About 20 participants profited by the activities of the workshop.

PROFESSIONAL WORKSHOPS AND INSTITUTES FEATURE SUMMER SESSIONS

As a program of inservice training for professional workers throughout the state, special Workshops and Institutes were held during the Summer Session, 1945, at *Tennessee A. and I. State College*. Based upon the philosophy that continued training is vitally important for progress in education, the several Workshops, with the cooperation of the State Department of Education and the Administration of Tennessee A. and I. State College, launched this extensive program as the beginning of a forward movement to keep education apace with the science and invention of the time. The Workshops' and Institutes with an intensive three weeks program were conducted in eight areas, including Agriculture, Coaching, High School Principals, Home Economics, Jeanes Supervisors, Trades and Industries, Leaders of Professional Teachers Meeting, and the National Red Cross Aquatic School.

Expert advice, including city, state, and national characters, served as consultants in addition to members of the College

Faculty. All facilities and equipment of the College were made available for the full realization of the purpose for which the various groups met. In favoring such a program of continued training it is the belief of the Administration, as evidenced by enthusiasm and accomplishment, that the future points toward a larger summer school enrollment that will exceed that of the regular session. Instruction throughout the Workshops and Institutes was in addition to instruction offered through regularly prescribed courses.

Dr. G. W. Gore, Jr., was director of the four-day Institute, June 25-29, of Leaders of Professional Meetings conducted for the purposes of (1) evaluating the programs of regional professional teachers' meetings; (2) making suggestions for improving such meetings with special attention to (a) theme of meetings, (b) speakers and consultants, (c) methods of procedure, (d) provision for individual participation on part of teachers, and (e) consideration of local problems; (3) making constructive suggestions for the 1945-46 series of regional professional meetings.

TEACHERS AND SUPERVISORS PLAN ATTACK ON READING PROBLEMS

From June 4 through July 7 at *Tuskegee Institute* more than thirty teachers and supervisors of elementary and secondary schools, under the guidance of Dr. Deborah Cannon Partridge and her consultants, studied intensively the graduated difficulties of teaching reading from the kindergarten through the high school. Throughout the workshop reading was linked with the other communicative arts. It was strongly felt that the reading problem was closely associated with the total curriculum of the school and some effort was made to understand that relationship. However, detailed attention was given to the more thorough investigation of the techniques necessary in teaching reading from kindergarten through the twelfth grade.

A very comprehensive and valuable Bulletin represents the achievements of the workshop. Interested teachers would do well to write to the Director, Dr. Partridge, for information concerning the Bulletin.

INTEGRATING INTER-AMERICAN CULTURE IN THE TOTAL SCHOOL PROGRAM

From July 9 to July 28, 1945, *West Virginia State College* conducted a unique Inter-American Workshop. Through an integrated program three educational areas (college, secondary, and elementary) were served. The theme of the Workshop was "Integrating Inter-American Culture in the Total School Program." The projects were grouped as historical, literary, art, and linguistic. Audio-visual aids, phonograph records, display of textbooks and travel material added interest and concreteness to the study. The participants were very enthusiastic in working out their personal and group problems. Those who were teachers planned definitely to incorporate units of integrated work in their individual school programs. The contributions of the Negro in Inter-American life and affairs were particularly noted.

John F. Mathews, Head of the Dept. of Romance Languages, served as the Director. The consultants included Prof. Daniel P. Lincoln; Dr. Frederick Lehner; Arthur C. Holland; Louise A. Drake; Dr. Lincoln Canfield, U. S. Office of Education; Dr. Manuel Cordozo, Brazil; Dr. Felipe Pazos, Cuban Embassy; Ben F. Crowson; Dr. Warren F. Manning; and Dr. Alpha Owens. Fifteen or more participants profited by the unusual contacts apparent in the list of consultants.

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From Other Magazines

Edited by HUGH H. AND MABEL M. SMYTHE

EDUCATION

"A Bridge between Labor and Learning." By Ernest Green. *The Educational Forum*, November, 1945, pp. 15-18.

A significant growth in the number of individuals and organizations interested in the education of public opinion has taken place in Great Britain during the war. The chief such organization, the Workers' Education Association, has in forty years "built up an adult education movement which is at once the admiration and envy of every other country in the world," according to Sir Richard Livingstone. The W.E.A. received its early impetus from the Co-operative and Trade Union Movements, which had long attempted to arrange for workers' education. The leaders of these organizations, through work with the universities in the nineteenth century, had learned the need for interpretation and exchange of ideas between the universities and the workers through their representatives, if classes were to be effective in achieving this purpose. Thus the W.E.A. has been set up to work with the universities as well as itself to organize and provide classes recognized by the Ministry of Education. It assists its students to edu-

cate themselves for social responsibility and for effective participation in their organizations.

"The Physical Sciences in General Education." By Aaron Sayvetz. "Selling Physics to the Faculty." By Walter G. Cady. *American Journal of Physics*, October, 1945, pp. 303-306.

These two articles of importance reveal the relationship and place of physics in the general college curricula. The role of the physical sciences in a general or liberal education must depend on what kind of education the latter is supposed to be. Assuming that a general education is the education which everybody should have, the nature of the education and the role of the sciences in it is determined, in part, by this premise. Experiments and writings, carefully selected and arranged, and adapted if necessary, are the means by which to achieve the objectives of scientific education in general education.

Selling physics to the liberal arts faculty requires a decision as to what the cultural values of this science really are. The immediate problem is to suggest ways in which the physics teacher can make his subject a living contribution to edu-

cation in a more liberal sense. In class the teacher should indicate repeatedly how physics demands clear thinking, intellectual integrity, analytical ability, and the capacity to synthesize a defensible conclusion. Topics should be pointedly related to other fields of learning. These matters should be followed up in conversation with students out of class, and students should be cautioned against over-specialization. The physics teacher should also participate in the civic affairs of his community.

LABOR

"The CIO and the Negro in the South." By Lucy R. Mason. *The Journal of Negro Education*, Fall Number, 1945, pp. 552-561.

The opinion of many that labor organization would be difficult and interracial organization virtually impossible in the South has not been borne out by facts. The CIO has succeeded in organizing, and organizing interracially, in many localities where racial antagonisms have traditionally run high. This in turn has contributed much to interracial understanding as well as better economic standards for workers of both races. Miss Mason emphasizes the breadth of interests in modern labor organizations, which consider more than merely economic matters.

"Negro Women Workers." By Frieda S. Miller. *Opportunity*, Fall Issue, 1945, pp. 207-208.

Negro women proved during the war that given the training they could succeed in any type of work that women can do. The dominant change in Negro women's employment during the period 1940-1944 was a marked shift from farms to factories, especially to those making war munitions. The proportion of colored women on farms was cut in half. In 1940, 16% of all Negro women in the labor force were on the farms; four years later only 8% remained. The number of Negro women workers increased by about one-third, from 1.5 to 2.1 millions.

"The Negro Worker's Future." By Walter P. Reuther. *Opportunity*, Fall Issue, 1945, pp. 203-207.

The Negro worker made many gains during the war years, but with the cessation of hostilities it is reasonable to suppose that ingrained habits will assert themselves as vigorously as ever in the relaxed environment of "normalcy." The wise Negro worker will not let his special problem blind him to the wider implications of a return to business as usual; his particular economic plight is for the most part an intensification of the general predicament of all workers. The colored worker's future is linked with that of the new unionism and its drive for full employment. Past painful experiences with many old craft unions

of the A.F. of L. must not embitter him against all labor organizations; nor should he be disillusioned by occasional lags perceived between the non-discriminatory policy of the international CIO union and evidences of prejudices on the local scene. For the CIO and its affiliates are in earnest in its constitutional plea of uniting the working people of America, "regardless of race, creed, color, or nationality."

CHILD TRAINING

"Democracy Begins with the Very Young." By Helen E. Streit. *Educational Leadership*, November, 1945, pp. 53-57.

Practice in democratic living starts in the nursery school or in the home, where the teaching of social and functional skills is planned to develop good attitudes toward individual and social responsibility. Success in this direction comes as an outgrowth of situations previously thought through and planned to set the stage for the child's spontaneous response at a later date.

"Are American Moms a Menace?" By Amram Scheinfeld. *Ladies' Home Journal*, November, 1945, pp. 36, 138, 140.

American mothers are so used to getting bouquets that it may come as a shock to hear that "mom" is often a dangerous influence on her sons and to our national existence. The best way to avoid becoming a "mom" or having a maladjusted

son is to follow these "don't's": don't breast-feed or bottle-feed your boy any longer than necessary; don't have him share your bed after he outgrows babyhood; don't treat your son like a lover—avoid excessive fondling and kissing; don't form the habit of making decisions for him; don't rear him in an exclusively female atmosphere; don't force your son beyond his capacities; don't whine or complain, as he matures, that he is neglecting you; don't make him feel you are jealous of his girl friends; don't show him favoritism at the expense of other children; don't try to turn him into a husband-substitute, if you are widowed or divorced.

"Helping Your Child Find His Vocation." By George F. Davenel. *Parents' Magazine*, November, 1945, pp. 18, 168-180.

Most parents react to the responsibility of vocational guidance either by the "my boy (or girl) is going to be—" tight-laced type of thinking, or they completely ignore their duty hoping that in some vague way the child will make up its own mind. This latter group usually turns to the school, declaring that the latter should shoulder the task. However, the school needs the interest and cooperation of parents in order to fulfill its function successfully. The task is to help children look into themselves and to help them look out at the world of work. Analysis of the individual's work over a period of years will help to determine his specific field of in-

terest; examination of hobbies is also helpful. The child can be tested for aptitudes, skills, and intelligence, and information can be abstracted from magazines to fit any age level, as well as from monographs or the *Dictionary of Occupational Titles*. A parent should take the child to see workers in action in various fields. Basic to any choice, however, is giving the child a broad understanding of what really constitutes success.

WORLD AFFAIRS

"Where is the Social Science Atomic Bomb?" By J. S. Perkins. *School and Society*, November 17, 1945, pp. 315-317.

Under the compelling necessity of sparing the world from destruction, scientists pushed progress forward and discovered the key to the lock holding back the force which could destroy the world (they succeeded in harnessing this force and channeling it into a timely and effective use). Now it is the social scientists' turn; they must rise to the comprehension of their responsibilities. They must see that the world goes back to peaceful work. Man's behavior and that of his institutions must now be harnessed just as the action of atoms has been harnessed. This is the result the social scientist must produce. This is their atomic bomb.

"Colonial Questions at the San Francisco Conference." By Huntington Gilchrist. *The*

American Political Science Review, October, 1945, pp. 982-992.

An analysis of work done at the United Nations Organization conference in regard to colonies. The Declaration Regarding Non-Self-Governing Territories, in which no new or revolutionary doctrines are expressed, sets forth in essence what have been the declared aims and objects of British colonial policy for a long time. Its importance rests in the fact that all other powers with colonies have assented to these principles. The Trusteeship system is found to be a modern adaptation of the League Mandates System with provision against some of the weaknesses of that system. The administration of Trust Territories, the protection of existing rights, the trustee council, and the end of trusteeship are discussed.

"What Americans Don't Know About Asia." By Vanya Oakes. *Asia*, November, 1945, pp. 525-527.

There is a great void in America's understanding of Asia and in the postwar period this blank spot may cause difficulties in our relations with Asia which can lead to disaster. Asia does not necessarily admire what we call "civilization." The trend is away from regarding as best our systems — educational, economic, and political. Instead, there is a desire on the part of Orientals to work out some other

patterns useful to them in their particular environment.

OTHER ARTICLES OF INTEREST

"The Biological Basis of Democracy." By Edmund W. Sinnott. *The Yale Review*, September, 1945, pp. 61-73.

Democracy has a sound basis in the very nature of life itself. Liberty, progress, and individualism—perhaps the three most necessary elements in our free way of life—all have their roots in protoplasm and can be justified not only by moral arguments but also by the fact that they are best in harmony with the fundamental character of all life. Liberty, or freedom lies in the very architecture of our chromosomes which insure that each of us is different from his fellows; this makes for human diversity, which is the basis of democracy. Our germinal material possesses the attributes of variability and immunity and provides the means whereby advance is made. Protoplasm comes in individual packages and these are the complex, integrated entities known as "organisms." As the individual organism is the unit of biological science, so is he the basic unit of social life.

"A Housing Budget for America." *Senior Scholastic*, November 26, 1945, pp. 3-7.

Crucial as the housing shortage was during the war, it is even more

severe now, and we must continue the drive toward a decent home for every family. Recent trends indicate that the biggest boost to a better housed America must come from the Federal and State governments. It is now realized that those who need new homes the most—those with the least money to spend for rent—cannot always be helped by private builders. Uncle Sam must lend a hand to get low-cost housing projects under way and to help purchase valuable residential land. Private enterprise will simultaneously be encouraged to put on full steam to help produce its share of the estimated ten to fifteen million new homes needed in America. It must always be kept in mind that poor housing, like an epidemic, can seriously affect the total life of the country.

"Are Country Girls So Different?" By E. M. Duvall and A. B. Motz. *Rural Sociology*, September, 1945, pp. 263-274.

This is a study of 403 girls which attempts to shed some light on the question "Is the country girl of today, with the radio, automobile, and consolidated school, as different from her city cousin as tradition has assumed her to be?" No significant differences were discovered in fourteen different items including previous happiness in childhood and adolescence, source and wholesomeness of first sex knowledge, number of male and female friends, experience of "going steady" and of

becoming engaged, and attitudes towards working wives and having children. The following differences were observed to be significant: more rural than urban girls received firm and strict disciplining;

more urban than rural parents were reported to be inconsistent in their training; more urban than rural girls considered their home atmospheres unhappy; more urban girls smoked and drank.

SHOULD EDUCATION BE REFORMED?

There is further need of integrating *school* education and *industrial* education. What would happen to the manufacturer of automobiles or industrial equipment if he provided for customers no more "service" facilities than a businessman now gets when he tries to employ the products of a school, namely, the young men and women who are graduated? Can you imagine a businessman telephoning to any school and saying: "We are having trouble with one of the products we get from you. The name of the product is John Smith, and he isn't working right. Can you send a representative over to get your graduate properly adjusted or else replace him with another?"

Is there any real reason why a school should not expect to do some servicing on its products just as any other producer is expected to do?

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Political, racial and economic causes of war will be eliminated only when a universal system of education exists, in all nations, for those persons below the fighting age . . . determined by an International Commission composed of the educators of all nations. . . . As all nations use the same text-books for mathematics, astronomy, chemistry and the other sciences, so they must someday use the same text-books for Ethics and History.

—ROGER W. BABSON in *Looking Ahead Fifty Years*, Chapter Six, "Should Education Be Reformed?" Harper and Brothers.